**Formalism K&U 2017**

Here is the assessment rubric for this part of the project

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Studio Habit | Question | **No Evidence** | **Emerging** | **Approaching the Standard** | **Meeting the Standard** | **Extending the Standard** |
| *Student demonstrates incomplete or insufficient evidence.* | *Student demonstrates evidence of initial and/or inconsistent understanding of concepts, skills, and/or processes within the standards.* | *Student demonstrates, with some consistency, evidence of partial understanding of concepts, skills, and/or processes within the standard.* | *Student demonstrates evidence of thorough and consistent understanding of concepts, skills, and/or processes within the standard.* | *Student demonstrates the ability to transfer concepts, skills, and/or processes beyond the standard.* |
| **3** | **4** | **5** | **6** | **7** |
| **Observe** | Form |  | You are able to **describe** aspects of the visual language | You are able to **describe important** expressive aspects of the visual language | Your **description and analysis** of the form shows an understanding of how the aspects of the visual language integrate to form expression | Your analysis of the form shows an understanding of the important expressive aspects of the visual language and **compares the artwork to examples from a broader context** |
| **Understand the art world** | Theme |  | You are able to **describe** aspects of the visual language | You are able to **describe important** and expressive aspects of the visual language which support the artist's theme | Your **description and analysis** of the theme shows **an understanding of how** the aspects of the visual language support the artist's theme. | Your analysis of the theme shows an understanding of the important expressive aspects of the visual language and compares the artwork to examples from a broader context |
| Context |  | You are able to **describe** aspects of the art work's context | You are able to **describe important and relevant** aspects of the art work's context | Your **description and analysis** of the important relevant aspects of the art work's context **show how the context helps form the work's meaning** | Your **analysis of the important relevant aspects** of the art work's context show how the context helps form the work's meaning and compares the artwork to examples from a broader context |
| Synthesis |  | You **describe** the form, theme of the artwork and the context in which the artwork was made. | You **interpret** an artwork supported by relevant and sufficient evidence found in the artwork and its various contexts | You **synthesize** the formal, thematic and contextual aspects of the artwork to show how these elements **are integrated in the artwork to help form meaning**. | You **analyze differing interpretations** of an artwork in order to select and defend a plausible critical analysis. |

If you give yourself a 7 for any question explain why your response **goes well beyond expectations**. *Remember I expect you to answer the questions effectively – so don’t just tell me that you did what I expect!!*

|  |  |
| --- | --- |
| Theme question |  |
| Form question |  |
| Context question |  |
| Synthesis question |  |

**Form**

Read the article “Cubism”(in your Formalism Student Pack) to give you some background for the following question.

The article states that, ***“they (the cubist painters) represented all the surfaces of depicted objects in a single picture plane, as if the objects had all their faces visible at the same time. This new kind of depiction revolutionized the way in which objects could be visualized in painting and art."***



Jan Vermeer, The Guitar Player, 1672



Pablo Picasso, The Guitar Player, 1910

Compare these two Guitar Players according to the criteria in the table below. Then answer the final question in the box.

|  |  |  |
| --- | --- | --- |
|  | Picasso | Vermeer |
| How do the artists use shape? |  |  |
| How do the artists address the illusion of space in the painting? |  |  |

|  |
| --- |
| How does Picasso's painting succeed or fail at "***revolutioniz(ing) the way in which objects could be visualized in painting and art"?*** |
|  |

**Theme**

Go to the wikipage "Formalism" to watch a video about Brancusi's "Bird in Space". Then answer the question below.



This clearly does not look like a bird. What is Brancusi's "big idea" here? Explain how the form of this sculpture does or does not support Brancusi's big idea.

**Context**









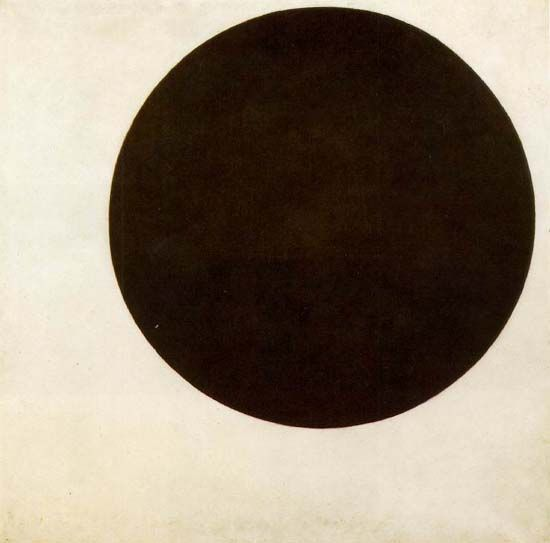
Go to the [wiki](https://isbsae.wikispaces.com/Formalism) and watch the Pollock video to get some background on Jackson Pollock. The video makes the point that to understand the importance of Pollock's work we must understand the context in which it was made. So even if we accept that Pollock's work expanded the idea of what art could be, and is important in the development of painting in art history, do we need to accept that this is interesting art?

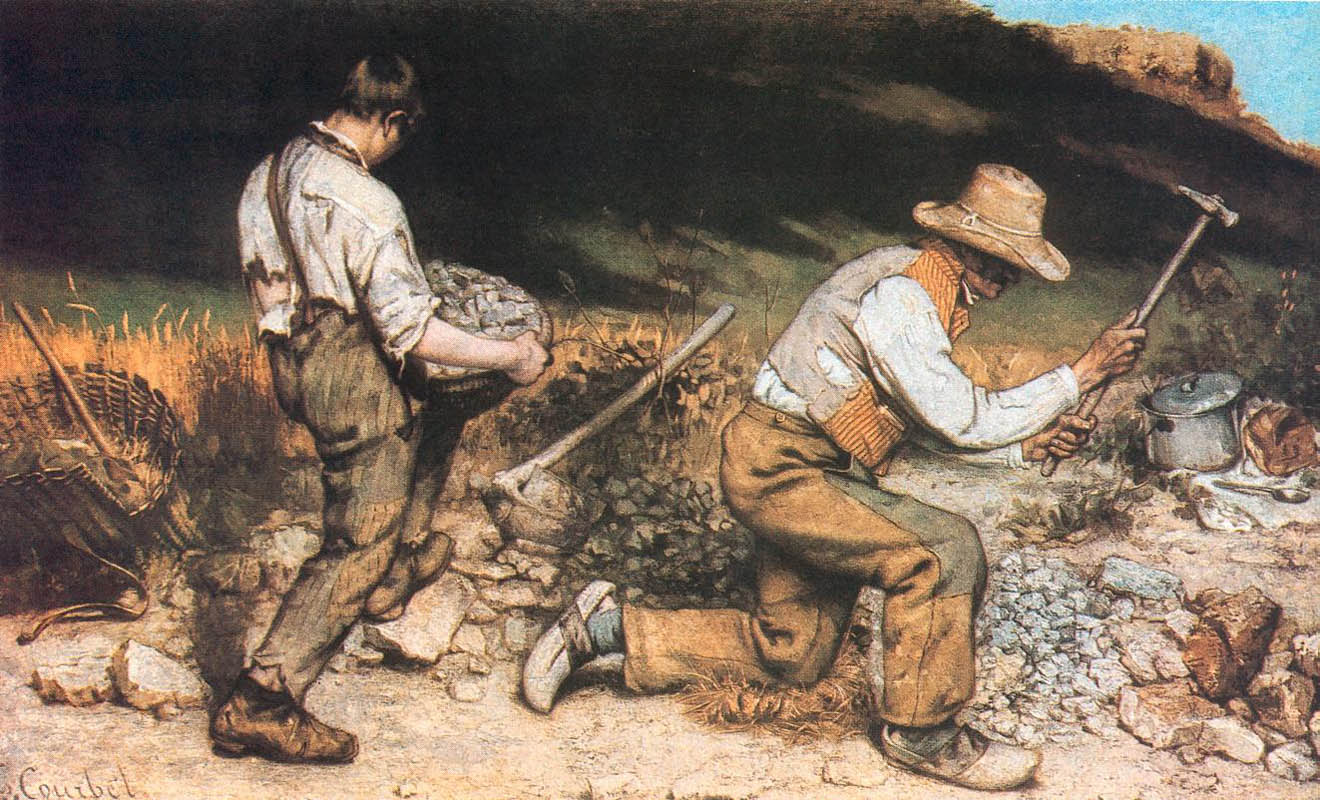
Make an argument, USING THE HISTORICAL AND VISUAL EVIDENCE, for or against, this statement.

**Jackson Pollock's paintings DO tell us something about his subjective experience of being in the world.**

**Synthesis**

Read the article [Geometric Abstraction](https://simple.wikipedia.org/wiki/Geometric_abstraction) for some background to help you formulate an effective argument below.





Gustave Courbet, The Stone Breakers, 1849

Kazimir Malevich, Black Circle, 1915

The Courbet painting on the left represents the epitome of realism painting from the 19th century. Kazimir Malevich's painting on the right was one of the first purely abstract paintings in the 20th century.

Write an argument **for or against** this statement: *When painting left the realm of the representational, and moved into formalism, it lost all connection to what art is supposed to be about. (Think about what you’ve learned about the intentions of Formalism)*

Be sure to support your argument with aesthetic criteria (Form, Theme and Context). You may also use information from the articles, your notes and any other sources you wish to include. Make sure you cite them.